

**THE INFLUENCE OF USING VISUALIZATION AUDITORY KINESTHETIC  
(VAK) LEARNING MODEL TOWARD STUDENTS' NARRATIVE TEXT  
WRITING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH  
GRADE AT SMPN 3 BUKITKEMUNING NORTH LAMPUNG  
IN THE ACADEMIC YEAR OF 2017/2018**

**A Thesis**

Submitted in a Partial Fulfillment of Requirements for S-1 Degree

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2017/2018**

## **ABSTRACT**

### **THE INFLUENCE OF USING VISUALIZATION AUDITORY KINESTHETIC (VAK) LEARNING MODEL TOWARD STUDENTS' NARRATIVE TEXT WRITING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT SMPN 3 BUKITKEMUNING NORTH LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**

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This research focused on using Visualization Auditory Kinesthetic (VAK) Learning Model towards students; writing ability, so the objective of this research was to find out whether there is significant influence of using VAK Learning Model toward students' narrative text writing ability at the second semester of the eighth grade at SMP N 3 Bukitkemuning North Lampung in the academic year of 2017/2018.

The research methodology was quasi experimental design with the treatment held in 3 meetings 40 minutes for each. In this research, the writer took two classes, one class as the experimental class and one class as the control class. In the experimental class, used VAK Learning Model and in the control class the researcher used conventional learning model. The population of research was the eighth grade of SMPN 3 Bukitkemuning, North Lampung. The samples of this research were two classes consisting of 54 students. In collecting the data, the researcher used instrument in the form of writing test. The instrument was used for pre-test and post-test. After giving the post-test, the researcher analyzed the data by using SPSS.

The researcher analyzed the data by using independent sample t-test, the result was that there was an influence of using VAK Learning Model toward students' narrative text writing ability at the second semester at the eighth grade of SMP N 3 Bukitkemuning North Lampung in the academic year of 2017/2018. From the data analysis computes by using SPSS, it was obtained that  $Sig = 0.063$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $Sig < \alpha = 0.05$ . Therefore, there was significant influence of using VAK Learning Model toward students' narrative text writing ability at the second semester of the eighth grade at SMP N 3 Bukitkemuning North Lampung in the academic year of 2017/2018.

**Keywords:** *Visualization Auditory Kinesthetic, Writing ability, Narrative text, quasi experimental design*





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WRITING ABILITY AT THE SECOND SEMESTER  
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## DECLARATION

Hereby, I state this thesis entitled “ The Influence of using VAK Learning Model Toward Students’ Narrative Text Writing Ability of The Second Semester of The Eighth Grade at SMP N 3 Bukitkemuning North Lampung in The Academic Year of 2017/2018” is completely my own work. I am fully aware I have quoted some statements and theories from various source and those are properly acknowledge in the text.



2018

Ervina Damayanti

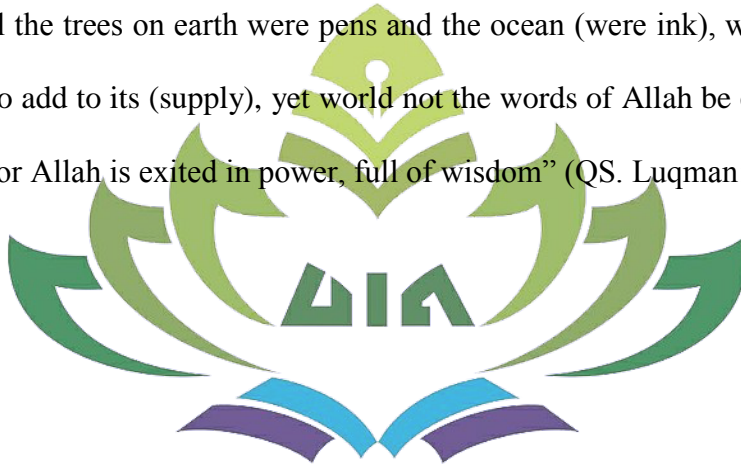
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## MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ

أَنْحُرٍ مَا نَفِدَتْ كَلِمَتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet world not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom” (QS. Luqman: 27)<sup>1</sup>



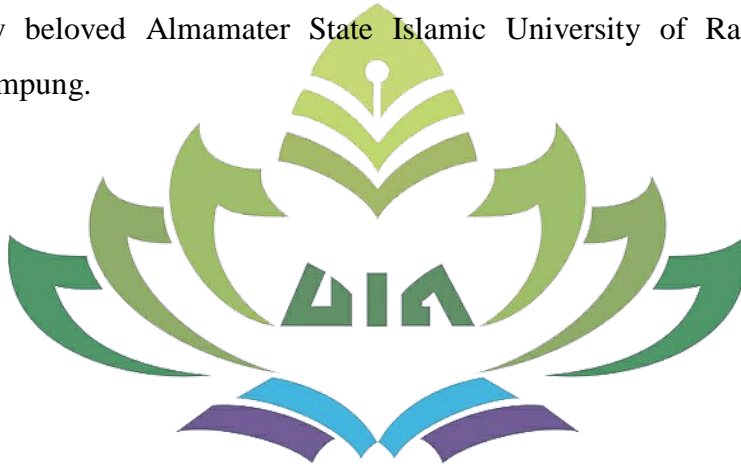
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<sup>1</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gem Insani), Al-Qolam:1, p.1219

## DEDICATION

I would like to dedicate this thesis for all my beloved people:

1. My beloved parents, Mr. Minto Hadi and Mrs. Minarsih who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved little brother Farel Ardika who always give me spirit and suggestion for my success.
3. My beloved friends, who always support me to finish this thesis.
4. My beloved Almamater State Islamic University of Raden Intan Lampung.



## **CURRICULUM VITAE**

The researcher's name Ervina Damayanti. Her nick name is Vina. She was born in Bukitkemuning (Lampung Utara) on May 12<sup>th</sup>, 1995. She is the first child of Mr. Minto Hadi and Mrs. Minarsih. She has one brother his name Farel Ardika.

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Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Influence of using VAK Learning Model Toward Students’ Narrative Text Writing Ability at The Second Semester of The Eighth Grade at SMP N 3 Bukitkemuning North Lampung in The Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung (UIN). When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
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9. The researcher's beloved friends in KKN and PPL who supported the researcher in finishing this thesis.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the

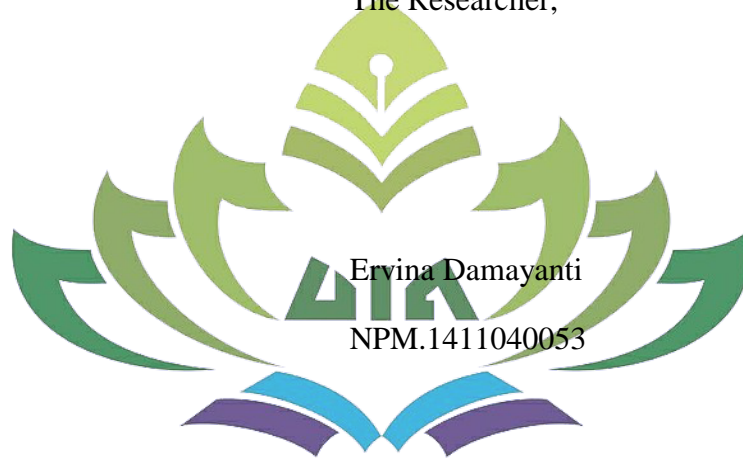


researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung,

2018

The Researcher,



Ervina Damayanti  
NPM.1411040053

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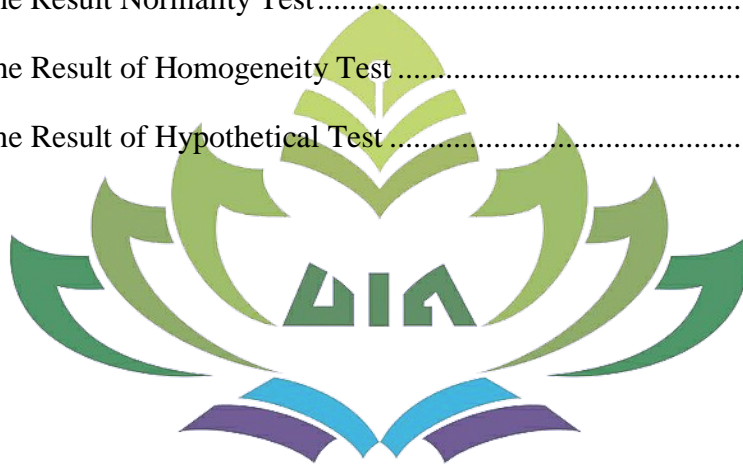
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## CHAPTER I

### BACKGROUND

#### A. Background of the Problem

Language is a very important thing for human around the world because language is used in all aspects of human life. People used language to communicate with each other, to get knowledge. Language is also used to exchange ideas, thoughts, feelings, etc. Rivers states that language is a means by which human being communicate with each other.<sup>1</sup> Without language, it is impossible for everyone to make interaction with each other.

One of the international language is English. English is the language used by most countries among other language in the world. In Indonesia, English is became the first foreign language which was taught from elementary level up to university. English is also intensively used in international communication, in written as well as in spoken communication.

In English language, there are four skills to be mastered. They are listening, speaking, reading and writing. Among the skills, writing is the most difficult skill to be learned, because it needs hard thinking in produced words, sentence, and paragraph at the same time. According to Richard and Renandya, “writing is the

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<sup>1</sup> Wilga M, Rivers, *Teaching Foreign Language Skill*, Second Edition, (London: Chicago University Press, 1978), p. 83



most difficult skill for second language learners to master”.<sup>2</sup> The difficulty has not only in generating and organizing ideas, but also in translating these ideas into readable text. Writing is progressive activity. When you first write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing, you need over what you have written and make changed and corrected.

According to Raimes, “Writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand”.<sup>3</sup> Furthermore, Byrine states that writing is a process of conventional system to convey the meaning to the reader or receiver.<sup>4</sup>

The students may have written class but they are sometimes confused about the topic. Although the teachers have given the topic to be written in the paper, the students were usually still confused to write. It means that it did not automatically lead them to start writing. The students still need much time to figure out how to organized the idea to built a good paragraph and to make their paragraph readable and effective. They still have problems to relate all the sentences in the paragraph to the main idea. In the other word, even though they have started writing, they naturally find difficulties how to developed their ideas and put them in written

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<sup>2</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Analogy of Current Practice*, (London: Cambridge University Press, 2002), p. 303

<sup>3</sup> Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University, 1983), p. 3

<sup>4</sup> Donn Byrne, *Teaching Writing Skill*, (London: Longman, 2002), p. 1

form. Their lack of vocabulary or knowledge of structure of the target language may also cause this problem.

Based on the preliminary research by interviewing the English teacher, Mrs. Yuni, S.Pd as an English teacher of the eighth grade of SMPN 3 Bukitkemuning, she said that in writing skill the students still low because she only used workbook to taught the students and she used conventional learning model, it same with traditional teaching English. In teaching writing, she did not use any technique or model to teach the students.<sup>5</sup> She only asked students to write something on the paper and the teacher corrected the paper and corrected about their grammar, vocabulary and etc. so, the students did not interested and enjoyed to studied English especially writing.

Besides interviewing the English teacher, the researcher also interviewing some students of the eighth grade of SMP N 3 Bukitkemuning North Lampung. The result of the interview, it was found that the students have some problem, that the teaching learning process is bored, since the technique not interested and the students still confused because they have not many vocabulary to write something when the teacher asked them to write and the students has also afraid to make mistakes about grammar, vocabularies and language use and then the students difficult to started writing, they were also found difficulties to connecting

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<sup>5</sup> Yuni laila, An English teacher at SMP N 3 Bukitkemuning North Lampung, December 2017, *An Interview*

paragraph.<sup>6</sup> In the other word the students just written about their thinking without a good grammar. Most of them got writing narrative text score below the criteria of minimum mastery (KKM), which is 73. It can be seen in Table 1:

**Table 1**  
**The Writing Score at the Eighth Grade of SMP N 3 Bukitkemuning**

No	Score	Class				Number of Student
		VIII A	VIII B	VIII C	VIII D	
1.	<73	12	10	13	11	46
2.	>73	15	17	15	16	63
		27	27	28	27	109

*Source: The eighth Grade of SMP N 3 Bukitkemuning*

Based on the data writing score at the eighth grade of SMP N 3 Bukitkemuning, it can be concluded that the students' writing ability is still low in which only 46 students of 109 students can written well.

They are many learning model to teach English, the researcher choose one of learning model that can improved the students' ability in learning. It is Visual, Auditory, Kinesthetic (VAK) Learning Model. VAK learning model is learning style that combines three sensory to get information by seeing, listening, and movement. It means that VAK learning model helped students to learned through more than one of the sense. According to Deporter et al, "that in VAK learning model, learning is focused on providing direct and enjoyable experience. Experience learning directly by way of learning to see (visual), learning by

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<sup>6</sup> Ahmad Dwi Saputra, Gita Amanda, Rahmat Aziz, Fitria Astuti, dan Dio Pramasta



listening (auditory) and learning with motion and emotion (kinesthetic)”.<sup>7</sup> By understanding three things of learning style, teaching learning would be more effective and efficient.

In a previous research conducted by Wulansari on The Use of Visual Auditory Kinesthetic (VAK) Learning Model to Improve Students' Reading Comprehension of the Eleventh Grade Students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016, revealed there is a significant increase of the students' Reading Comprehension through VAK Learning Model.<sup>8</sup> As it can be seen on their score in mean of pre test is 59.5 and post test is 68.40. Thus, it can be concluded that there is significant improvement of students' reading comprehension by using VAK learning model.

In other previous research that conducted by Rambe and Zainuddin on the Effect of Using Visual, Auditory, Kinesthetic (VAK) Learning Model on Students' Achievement in Writing Recount Text of the eighth grade of SMPN 1 Tg.Mowara in the academic year of 2013/2014. Based on this research, in the instrument used to collect the data is writing test.<sup>9</sup> It is found that the scores of the students in the experimental group at are significantly higher than the scores of the students control group at the level of significance  $\mu = 0.05$  with the degree of

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<sup>7</sup> Deporter Bobbi, *et.al*, *Quantum Learning: Membiasakan Belajar Nyaman dan Meyenangkan*, (Bandung: Kaifa, 2003), p. 112

<sup>8</sup> Yeni Wulansari. 2015. *The Use of Visual Auditory Kinesthetic (VAK) Learning Model to Improve Students' Reading Comprehension*, p. 70-71

<sup>9</sup> Halimatun Husna Rambe and Zainuddin. 2013. *The Effect of Using Visual, Auditory, Kinesthetic (VAK) Learning Model on Students' Achievement in Writing Recount Text*, p. 9-10

freedom (df) 70, t-observed value  $2.39 > t\text{-table } 1.994$ . it means that visual, Auditory, Kinesthetic (VAK) Learning Model has a significant effect on students' achievement in writing recount text.

Based on the explanations, there is a difference between those previous research and present research. The first previous research has been done in SMA Muhammadiyah Plus Salatiga used VAK Learning Model on students' Reading Comprehension and the second previous research has been done in SMPN 1 Tg.Mowara used VAK Learning Model towards students' achievement in writing recount text. Meanwhile, the present research was conducted in SMP N 3 Bukitkemuning North Lampung used VAK Learning Model towards students' writing ability on the Narrative Text. It can be concluded that VAK is a suitable learning model to be implement in SMP N 3 Bukitkemuning North Lampung.

Based on the reasons stated above, the researcher proposes the use VAK Learning Model as an alternative learning model that can be used for teaching English especially in teaching writing. Finally, the researcher entitled this research "The Influence of Using Visualization Auditory Kinesthetic (VAK) Learning Model Toward Students' Narrative Text Writing Ability of the Eighth Grade at SMP N 3 Bukitkemuning North Lampung in the Academic Year of 2017/2018.

## **B. Identification of the problem**

Based on the background of the problem above there are many problems in English learning teaching can be identified as follows:

1. Students' writing ability is still low
2. The teacher only uses workbook to teach students
3. No variation of technique use by teacher in teaching writing
4. The students afraid to make mistake when their write

## **C. Limitation of The Problem**

Based on the background of the problem and identification of the problems, the researcher focuses of using Visualization Auditory Kinesthetic (VAK) and Students' Narrative text Writing Ability of the Eighth Grade at SMP N 3 Bukitkemuning North Lampung in the Academic Year of 2017/2018.

## **D. Formulation of the Problem**

Based on the identification and limitation of the problem above, the researcher formulates the problem as follows:

Is there a significant Influence of Using VAK Learning Model towards Students' Narrative Text Writing Ability of the Eighth Grade at SMPN 3 Bukitkemuning North Lampug in the Academic Year of 2017/2018?



### **E. Objective of the Research**

Based on formulation of the problem, the objective of the research is:

To know whether there is a significant Influence of Using VAK Learning Model towards Students' Writing Ability of the Eighth Grade at SMP N 3 Bukitkemuning in Academic Year of 2017/2018.

### **F. Use of the Research**

The researcher that there is some uses of the research as follows:

#### **1. Theoretically Contribution**

It may supported the theory that Visualization Auditory Kinesthetic (VAK) can be applied to writing ability especially narrative text.

#### **2. Practically Contribution**

##### **a) For the students**

It is hoped that using Visualization Auditory Kinesthetic (VAK) Learning Model can make the students more interested and motivated in learning English especially in making narrative text.

##### **b) For the Teacher**

It is hoped that using VAK Learning Model can helped the teachers to improve their creativity in teaching process so that the goal of teaching and learning can be achieved.

c) For the Institution

It is hoped that the research can be useful in improving the quality of learning in the school.

## G. Scope of the Research

The scope of the research as follows:

1. Subject of the Research

The subject of the research was the eighth grade students of SMP N 3 Bukikemuning

2. Object of the research

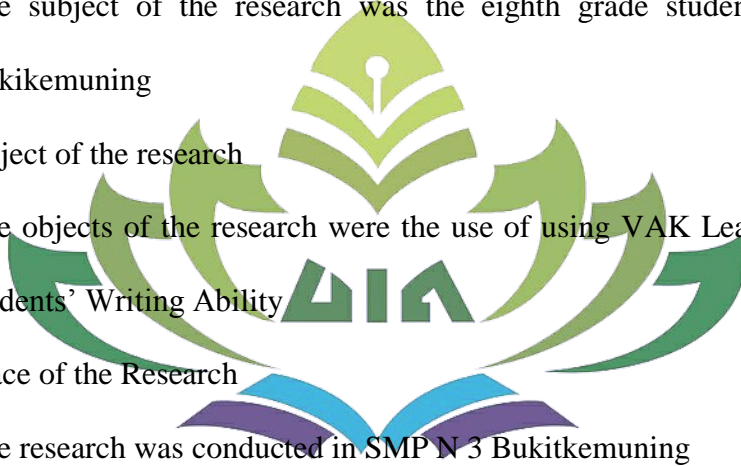
The objects of the research were the use of using VAK Learning Model and students' Writing Ability

3. Place of the Research

The research was conducted in SMP N 3 Bukitkemuning

4. Time of the Research

This research was conducted in the second semester in academic year of 2017/2018



## CHAPTER II

### FRAME OF THEORY

#### A. Concept of Writing

##### 1. Definition of Writing

In the English, there are four skills that should be mastered, those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learned. In other hand, speaking skill is the difficult skill too beside writing, but that two skills have a different difficulties things to be learned by students. This supported by Richard and Renandya, writing is the most difficult skill for second language learners to master.<sup>1</sup> The difficulty not only in generated and organized ideas, but also in translated idea into readable text. The other side, writing is the ability to express one's ideas in written form is a second foreign language. It means that writing is an activity to express our ideas in written form.

According to Raimes, "Writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand".<sup>2</sup> When we write, our mind got an idea and express the idea by letter that is arranged to be word form and the word is arranged to be sentence

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<sup>1</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Analogy of Current Practice*. (London: Cambridge University Press, 2002), p. 303

<sup>2</sup> Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University, 1983), p. 3

form, so that the writer can give the information or tell the reader about their ideas by using writing.

From the definition above it can be concluded that writing is most difficult activity or skill that can be mastered. Writing is a skill that we should have ideas to improve our writing and the students should have a lot of vocabulary and have a good grammar, since the good writing is when the writer can explain about something to the reader, so the writing can be important to the reader.

There is another definition of writing. Writing is also one of the ways to communicate the writer's thought or ideas to the others. Writing is a tool for indirect communication between the writers with the readers.<sup>3</sup> Indirect means the writer did not communicate with their reader directly, but they communicate with the reader through writing product. For example books, letters or newspaper. Writing needs thinking that focuses students on how to generate ideas. In written product it involves thinking, drafting, and procedures.

In other definition is given by Harmer, writing is a way to produce language and express idea, feeling and opinion.<sup>4</sup> From writing we can know opinion or feelings someone about something and by using writing they can share their ideas, feelings or anything.

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<sup>3</sup> Donn Byrne, *Teaching Writing Skills*, (London: Longman, 2002), p. 4

<sup>4</sup> Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p.31



Based on the theories above, writing is an act of putting letters, symbols, numbers, or word on paper or a computer screen which is used to express and explain ideas, specifically, writing is the expression of language in the form of symbols, letter, or word. The primary function of writing is to communicate the writes' ideas to their reads.

## 2. Types of Writing

Types of writing activities to perform writing should be based on the students' level and capacity. According to Brown, there are five major categories of classroom writing performance<sup>5</sup>:

### 1. Imitative, or writing down

This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to the conventions of the orthographic code.

### 2. Intensive, or controlled

This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a give structure throughout.

### 3. Self-writing

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<sup>5</sup> H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, Second Edition, (New York: Addison Wesley Longman, 2001),p. 343-346

The most silent instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

#### 4. Display writing

For all language students, short answer exercises, essay examinations and research report will involve an element of display. One of the academic skills of ESL student that they need to master is a whole array of display writing techniques.

#### 5. Real Writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that would be applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on the students of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill. Writing processes always deal with texts as the products.

### 3. Process of Writing

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those

are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. Harmer explains the some stages of the writing process. The stages are presented as follows:<sup>6</sup>

### 1. Planning

In this stage, the students make a list of ideas related to the topic. They plan are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the fact, ideas or arguments.

### 2. Drafting

After the students have a list of ideas related to the topic, it is the stages for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

### 3. Editing

In this stage, students should re-write their first draft after finishing. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to

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<sup>6</sup> Jeremy Harmer, *Op.Cit*, p. 4-6

check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

#### 4. Final Version

In this stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

Furthermore, Brown describes that writing process tend to be framed in three stages of writing. Those are pre-writing, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated question, and free writing. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction.<sup>7</sup>

### **B. Concept of Writing Ability**

Ability is the quality of somebody. It can be a natural or acquired skill of being able to do something. Siahaan states that writing is the skill of a writer to communicate information to a reader or group of readers.<sup>8</sup> Writing ability is a skill

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<sup>7</sup> H. Douglas Brown, *Op.Cit* p. 348

<sup>8</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 2

or quality of someone to explore their ideas or concept to communicate it with somebody else through signs or symbols in written form.

To have ability in writing, writer should keep practicing to be a successful writer. Suzanne and William stated there are two ways to be successful at writing skill. The ways as follows:<sup>9</sup>

1. They should realize that writing is a work.

Writer have to understand that writing is work. The writer may feel at those time that they cannot think anything to write. The writer have a lack of ideas which make the do not interest to continue their writing. They are also not confident of their writing product. They may feel their writing is bad and nobody wants to read their writing. It makes them depressed, to solve these problems, the writers should understand that they will not always be inspired to write. The writers should do it whether they want or not. It makes the writer motivated to practice more in writing.

2. They should realize that writing will help them to discover their ideas.

The writers should realize that the act of writing will help them to discover their ideas. In writing, the writer can explore their mind about what they want to say. They will find more ideas and know better about their thoughts. It also will help them to make a readable product to the reader.

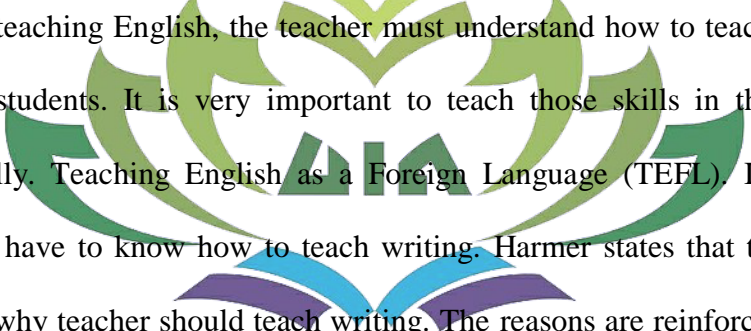
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<sup>9</sup> Nurhasanah, *Improving Students' Ability in Writing A Narrative Text by Using Round Table Strategy* (Thesis S1 Degree), (Bengkulu: Bengkulu University, 2014), p. 10-11



In the school context, readers of students' writing are their teacher and their friend. It makes them choose simple vocabularies and clear writing. The students should do more practice to have good writing ability. Ability in writing is useful for students in learning English. Furthermore, the benefits of having ability in writing is good for the students' future because in the modern era the people are connected with each other in the whole world indirectly, for examples, e-mails or letters. That is why there are many jobs that need people with good writing.

### **C. Concept of Teaching Writing**



In teaching English, the teacher must understand how to teach the four skills to the students. It is very important to teach those skills in the English class especially. Teaching English as a Foreign Language (TEFL). In this case, the teacher have to know how to teach writing. Harmer states that there are several reason why teacher should teach writing. The reasons are reinforcement, language development, learning style, and writing as a skill. Moreover, the several reasons will be presented as follows:<sup>10</sup>

#### **1. Reinforcement**

The visual demonstration of language construction is invaluable and it is used as an aid to committing the new language to memory. Students usually find the visual demonstration is useful to write sentences. It is useful to write sentences using new language shortly after they studied it.

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<sup>10</sup>Harmer, *Op.Cit*, p. 32-34

## 2. Language development

It seems that the actual process of writing helps the students to learn. The mental activity in order to construct proper written text is all part of the ongoing learning experience.

## 3. Learning style

Writing is appropriate for such learners. It is a reflective activity instead of the rush and brother of interpersonal face-to-face communication. Because students expected that producing language in a slower way is invaluable.

## 4. Writing as a skill

The important reason for teaching writing is a basic language skill. It seems as important as speaking, listening, reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to advertisement and increasingly how to using electronic media.

Besides teaching writing, the researcher explained how to test writing for the students. There are three designing assessment tasks for writing skill, as follow:<sup>11</sup>

### 1. Imitative Writing

Imitative writing is used for the beginning level English learner which needs basic training in and assessment of imitative writing: the rudiments of forming letters, words, and simple sentences. We examine this level of writing first.

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<sup>11</sup>Arthur Hughes, *Testing for Language Teachers, Second Edition*, (Cambridge: University Press, 2003), p. 83-85

- a) Task in (Hand) writing letters, words, and punctuation.
  - Copying
  - Listening cloze selection task
  - Picture-cued task
  - Form completion task
  - Converting numbers and abbreviation to words
- b) Spelling task and detecting phoneme-grapheme correspondences
  - Spelling test
  - Picture cued-task
  - Multiple choices techniques
  - Matching phonetics symbols

## 2. Intensive (Controlled) Writing

This next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be thought of as form focused writing, grammar writing, or simply guided writing. A good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. The traditional grammar/vocabulary test has plenty of display writing in it, since the response mode demonstrates only the test-takers ability to combine or use words correctly. No new information is passed on from one person to the other.

- a) Dictation and Dicto-Comp
- b) Grammatical transformation tasks
- c) Picture cued tasks
  - Short sentences
  - Picture description

- Picture sequence description
- d) Vocabulary assessment tasks
- e) Ordering tasks
- f) Short answer and Sentence completion tasks

### 3. Responsive and Extensive

In this section we consider both responsive and extensive writing tasks. They will be regarded here as a continuum of possibilities ranging from lower-end tasks whose complexity exceeds those in the previous category of intensive or controlled writing, through more open-ended tasks such as writing short reports, essays, summaries, and responses, up to texts of several pages or more.

- a) Paraphrasing
- b) Guided question and answer
- c) Paragraph construction tasks
  - Topic sentence writing
  - Topics development within a paragraph
  - Development of main and supporting ideas across paragraphs.
- d) Strategic options
  - Attending to task
  - Attending to genre

From the explanations above, the researcher said that teaching writing skills as well as important skill other skill because when students found the new word, they often think and write it for their language. From studied about writing the students will know how the students use the punctuation, grammar, vocabulary and all about writing. In this research the researcher use VAK Learning Model for teaching learning narrative text. Based on

explanation above the researcher used designing assessment task of writing is responsive and extensive because in instrument of the task the researcher asked to students to make a paragraph of narrative text that included in paragraph construction tasks.

In teaching writing, the teacher should be able to make the students write ideas well. The teacher should consider writing skills that the students have to master. In this case, Brown classified writing skills into six microskills and six macroskills as the follows:<sup>12</sup>

1. Microskills:

- a) Produce graphemes and orthographic patterns of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce an acceptable core of words and use appropriate word order patterns.
- d) Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns, and rules.
- e) Express a particular meaning in different grammatical forms.
- f) Use cohesive devices in written discourse.

2. Macroskills

- a) Use the rhetorical forms and conventions of written discourse.

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<sup>12</sup>Brown, *Op.Cit* , p. 343



- b) Appropriately accomplish the communicative functions of written text according to form and purpose.
- c) Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d) Distinguish between literal and implied meanings when writing.
- e) Correctly convey culturally specific references in the context of the written text.
- f) Develop and use a battery of writing strategies, such as accurately assessing the audiences' interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrase and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on the above explanation, the teacher can determine the techniques to taught writing which were appropriated with students' ability. Examples of activities that can be done in the classroom based on the microskills and macroskills are: (1) re-writing a sentence or a paragraph, (2) writing a paragraph with right words, right grammar, and paper cohesive devices, and (3) writing a paragraph through processes fluency.

## D. Kinds of Writing Text

Learning English as a foreign language can be hard matter to some students. Sometimes, the teacher also found difficult to deliver the material in the process of teaching and learning. There are many argumentations when someone discussed about kinds of writing.

According Thomas, the kinds of writing texts are narrations, descriptions, argumentation, and persuasive.<sup>13</sup>

### 1. Narrations

Narration is the form of writing used to relate the story of act, experience, or events. Narration places occurrence in time and tell what happened.

From the definition above, it can be conclude that narration is a kind of writing that tell us about story or something that happened. It can be used in an abbreviated form to introduce or illustrate a complicated subject.

### 2. Description

Description is used to created visual image of people, place, even of units of time days, time of day or season. Description is a strategy for presenting a person, place or thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture.

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<sup>13</sup> Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley Books, 2000), p. 6-7

### 3. Exposition

Exposition is used giving information, making explanations and interpreting meanings. It concludes editorials, essays and informative and instructional material.

So, the researcher can conclude that the exposition is kind of writing that use in writing information like newspaper, magazine, article and journal. It can be use to give a conclusion of editorial, essay and discussion.

### 4. Argumentation

Argumentation is used in persuading and convincing. Argumentation is used to make a case or to prove or disprove a statement or preposition.

Writing argumentation has to be able to change the argumentation of reader about thing that reputed important and still can to discuss.

Therefore, writing argumentation is character of persuading or allurements.

The researcher concludes argumentation is the process forming a reason.

### 5. Persuasive

Persuasive writing the type of writing that is meant to convince the reader to think or act a certain way.<sup>14</sup> Therefore the researcher conclude persuasive text is the writer invites the reader to be agree with something that the writer write and then the reader do the suggestion from the writer.

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<sup>14</sup> Grath Sundem, *Improving Students Writing Skills*, (USA: Shell Educational, 2007), p. 131

Based on the syllabus that has been given by English teacher of the eighth grade of SMP N 3 Bukitkemuning North Lampung, the researcher will focus on one text that is narrative or narration text. Narrative text can be found by students. It can be from story book, newspaper, or novel. Narrative is text that easy to find by students and it tell about experience or even by students or their friends. By using narrative text, the students are hoped can improve the writing activity.

## **E. Concept of Narrative Text**

### **1. Definition of Narrative Text**

Narrative is kinds of text which is learned in Junior High School in Second semester. According to Oshima, narrative is the kind of writing that you do when you tell a story.<sup>15</sup> Use time order words and phrases to show when each part of the story happens. In other definition, narrative is an account or description of events in the past which entails following a time sequence or chronological order.<sup>16</sup> Narrative gives the readers or listeners a moral value in every story. It is differentiate with other kind passages. The purpose behind a story can gave motive for readers or listeners. The purpose of narrative is very important because the purpose of narrative determined appropriateness of the narrative. It is easy to tell a good story,

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<sup>15</sup> Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Education, 2007), p. 35

<sup>16</sup> R. R. Jordan, *Academic Writing Course "Study Skills in English"*, 3<sup>th</sup> Edition, (Edimburgh: Longman, 1999), p. 27

though some people have a something special for telling entertaining anecdotes or shorts story.

From the definition above, it can be concluded that a narrative text is a kind of text that told about a story that is based on the some event or experience. Narrative contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

## 2. Generic Structure of Narrative Text

A narrative text will consist of the following generic structure:<sup>17</sup>

### a) Orientation

Set of the scene and introduces the participants

### b) Evaluation

A stepping back evaluate the plight

### c) Complication

Describing the rising crises which the participants have to do with

### d) Resolution

The crises is resolved or better or for worse

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<sup>17</sup> Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 73



On the other hand, Mark and Kathy states that the steps for constructing a narrative as follows:<sup>18</sup>

a) Orientation/ exposition

Can be a paragraph, a picture or opening chapter. In which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.

b) Complication/ rising action

That sets off a chain of events that influences what will happen in the story.

c) Sequence of event/ climax

This is where the narrator tells how the character reacts to the complication. It concludes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback.

d) Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved.

e) Reorientation that provides a comfort or moral based on what has been learned from the story, it is an optional closure of event.

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<sup>18</sup> Mark Anderson and Kathy Anderson, *Text Type in English 2*, (South Yarra: Macmillan, 1997), p.8

### 3. Language Features of Narrative Text

Narrative text is a story that tells the reader about something which happen in the past and in sequence of time, so that the text must be written in some following features of language:<sup>19</sup>

- a) The use of noun phrases (a beautiful princess, a huge a temple).
- b) The use of connective (first, before that, then, finally).
- c) The use of adverbial phrases of time and place (once upon a time, in the garden, two days ago).
- d) The use of simple past tense (he walked away from the village).
- e) The use of action verbs (said, told, asked).
- f) The use of thinking verbs, feeling verbs, verbs of senses (she felt hungry, she thought she was clever, she smelt something burning).

Based on those explanation, the researcher concluded that in produced narrative text the story should used those following language features in order to explained the reader that the story has happened in the past.

### 4. Kinds of Narrative Text

There are many kinds of narrative text. Emilia states that there are five kinds of narrative text. They are as follows:<sup>20</sup>

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<sup>19</sup> Siahaan, *Op.Cit*, p. 74

<sup>20</sup> Emi Emilia, *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*, (Bandung: Rizqi Press, 2011), p. 94

- a) Fable is a story that teaches a lesson, often using animal characters that behave like people, (mouse deer and crocodile, The ants and the Grasshopper, etc).
- b) Legend is a story that is based on fact but often includes exaggerations about the hero. (sangkuriang, malin kundang, the story of Toba lake, etc).
- c) Fairy tale is a humorous story that that tells about impossible happenings, exaggerating the accomplishment of the hero. (Cinderella, snowwhite, Pinocchio, etc).
- d) Folk tales, an old story that reveals the customs of a culture.
- e) Science fictions is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. (to the moon from earth by Jules Verne, starship Trooper by Robert Heinlein, etc).

From that fifth kinds of narrative text mention, in this research the researcher will use fable text as material of research.

### **Example of Fable**

#### **Story of Duck and Turtle**

Two ducks who lived in a big lake had a friend who was a turtle. One year was a very little rain and the lake began to dry up.

One of the ducks said to the other, “soon, there’ll be no water in this lake.

Let’s go and look for lake.”

“Yes, answered the second duck, “but first let’s say good bye to our friend, the turtle.” When they told the turtle they were going leave, he said, “I will die here without any water and without any friends. Take me with you.”

The ducks answered, “We can’t. we are going to fly, and you have no wings.” The turtle thought for a minute and then said, “please wait here.” Then he went away and found a strong, straight stick. He brought it back to his friends, put the middle of it in his mouth and said, “Now if each of you takes me one end of the stick in his mouth, you can lift me up and carry me with you.”

“That is dangerous,” said the ducks, “If you try to talk while we’re carrying you through the air, you won’t be able to hold the stick, so you will fall down along way and break your shell.” “all right,” answered the turtle, “I promise not to talk while were in the air. So the ducks took the stick and flew away, with the turtle between them.

All went well until they were flying over a town. Then some people saw them and shouted, “Look, those ducks are carrying a cat!” The turtle got very angry, “A cat? I’m not...” he said, but he did not get any further, because when he opened his mouth, the stick came out of his mouth and the poor turtle fell to the ground.

*Source: Nina Bates, An Interactive English Course for junior High School Students year VIII, Elangga, 2000*

## F. Concept of Visualization Auditory Kinesthetic (VAK)

### 1. Definition of VAK Learning Model

According to Deporter et al, VAK (Visualization Auditory Kinesthetic) learning is “focused on providing direct and enjoyable experience. Experience learning directly by way of learning to see (visual), learning by listening (auditory) and learning with motion and emotion (kinesthetic)”.<sup>21</sup> In the visual stage, visual learners perceive information best when viewing or reading. Visual learners retain information from picture, display or how words appear on a page or chart. Auditory learners respond best when presented with learning material that they can listen, they tend to learn more through verbal instructions, lectures, or group discussion and by talking aloud as much as possible.<sup>22</sup> In the last is kinesthetic stage, kinesthetic learners respond when presented with situations where they can move, do, or experience something. Kinesthetic learners prefer hands-on activities in which they stay actively involved in the learning process.

In the other definition, VAK Learning model is a learning model that aims to train students' language skill, gain an understanding of a concept, practice problem solving, improving the activity and effectiveness of learning, provide

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<sup>21</sup> Deporter Bobbi and Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Meyenangkan*, (Bandung: Kaifa, 2003), p. 112

<sup>22</sup> Jamie Pinchot and Karen Paullet, “Different Keystrokes for Different Folks: Addressing Learning Style in Online Education”. *Information System Education Journal (ISEDJ)*, Vol. 12 No. 2 (March 2014), p. 31



motivation to learn, train and develop creativity.<sup>23</sup> VAK learning model that optimized three modalities to make learners feel comfortable in learning.

According to DePorter mentions each of the learning style as follows:<sup>24</sup>

#### ❖ Visual

This learning style access visual images created nor remembered. Color, spatial relation, mental portraits and images stand out in this learning style. Students were very possibly characterized a follows:

- Regularly, pay attention to everything, to keep appearances
- In view of the image, rather read than read out
- Requires thorough overview and objectives, capturing detail and remember what they saw.

#### ❖ Auditory

These learning style to access all kinds of sounds and words that created nor remembered. music, tone, rhythm, rhyme, internal dialogue and a prominent voice in this learning style. Students were very uditory can be characterized as follows:

- Attention is split
- Talk to the rhythmic pattern

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<sup>23</sup> Alfa Mitri Suhara. 2014, *Effectiveness VAK Model (Visualization Auditory Kinesthetic) in Descriptive Learning*, p. 3-4

<sup>24</sup> Menik Kurnia Siwi. 2016, *Analysis Characteristic of Learning Style VAK (Visualization, Auditory, Kinesthetic) Students of Banks and Financial Institutions Course*, p. 439

- Learning by listening and moving the lips/ voice while reading
- Dialogue internally and externally

❖ Kinesthetic

These learning styles to access all types of motion created nor remembered. Movement, coordination, rhythm, emotional response and physical comfort prominently in this learning style. Students were very kinesthetic may be characterized as follows:

- Touching people, stand close together and a lot of moves
- Learning by doing, pointing writing while reading, responding physically
- Given the go and see

Huda states that VAK learning model is multisensory learning style that engages three learning styles namely seeing, listening and moving.<sup>25</sup> Teacher should encourage students not only use one modality but also combine three modalities to increase their achievement and cover up their weakness in study. From the combine three learning style student can know

According to Gilakjani, a better knowledge and understanding of learning style may become important as classroom sizes increase. Teachers should

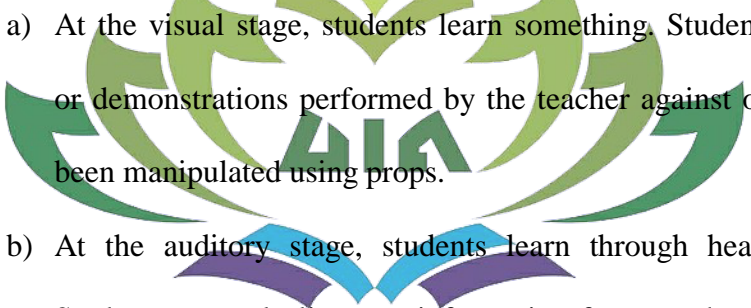
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<sup>25</sup> Miftahul Huda, *Cooperative Learning: Metode, Teknik, Struktur Dan Model Penerapan*, (Yogyakarta: Pustaka Pelajar, 2011), p.78

accommodate students' learning style to improve students' learning results, increase both motivation and efficiency.<sup>26</sup>

Based on definition above, it can be conclude that VAK learning model is learning style that combine three sensory modalities to absorb information, lesson and knowledge by seeing, hearing and moving, which helps students to learn through more than one the sense and they can learn easily, faster to improve their achievement in the teaching learning process.

## **2. Procedure of VAK can be planned in several stages:<sup>27</sup>**

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- a) At the visual stage, students learn something. Students view pictures or demonstrations performed by the teacher against objects that have been manipulated using props.
  - b) At the auditory stage, students learn through hearing something. Students not only listen to information from teachers but are able to provide information in discussion groups that have been established by teachers.
  - c) In kinesthetic stage, students learn through physical activity and direct involvement. Students learn independently with guidance from teachers actively conducting experiments.

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<sup>26</sup> Abbas Pourhossein Gilakjani, "Visual, Auditory, Kinaesthetic Learning Style and Their Impact on English Learning Teaching", *Journal of Studies in Education*, Vol.2, p.1-10

<sup>27</sup> Colin Rose & Malcom Nicholl, *Accelerated Learning*, (Bandung: Nuansa Pustaka, 2002), p. 90

From the steps, researcher decides to use all of those steps in teaching writing ability using VAK learning model and adds some alternative steps as follows:

a) Visual

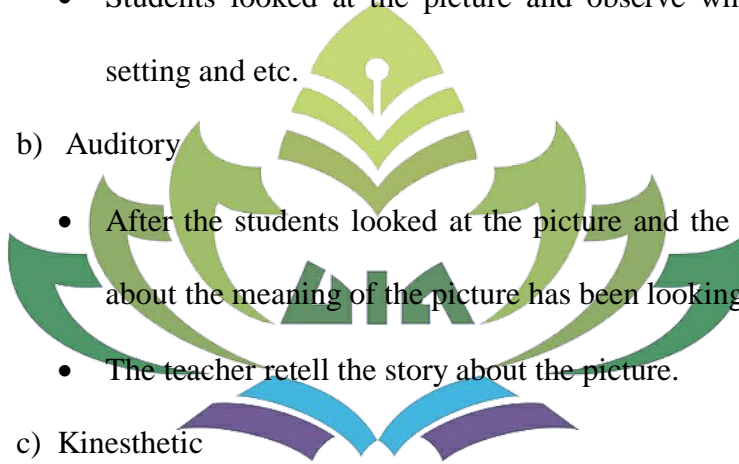
- The teacher used visual material like picture about narrative text for showed to students. In order to students known about narrative text and the example of narrative text like fable, legend, etc.
- Students looked at the picture and observe what the characters, setting and etc.

b) Auditory

- After the students looked at the picture and the teacher explained about the meaning of the picture has been looking by students.
- The teacher retell the story about the picture.

c) Kinesthetic

- The teacher gave some fables that explain before and then students read for 20 minutes and after that they rewrite about the fable with their own word.



### 3. The advantages and disadvantages of the VAK Learning Model as follow:<sup>28</sup>

#### a) The Advantage

- Learning will be more effective because it combines the three learning styles
- Able to train and develop the potential of students who have owned by each person
- Provide hands-on experience to students
- Able to involve students maximally in finding and understanding a concept through physical activities such as demonstrations, experiments, observations, and active discussions.

#### b) The Disadvantages

The weakness of the VAK Learning Model is that not many people are able to combine these three learning styles. So that people who are only able to use one learning style, will only be able to capture the material if using a method that focuses more on one learning style of domination.

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<sup>28</sup> JangHyunita, *Advantage and Disadvantages of VAK Learning Style in Essay*, [Online <http://janghyunita.blogspot.co.id/2012/10/model-pembelajaran-visual-auditori.html?m=1> accessed on friday, 5<sup>th</sup> January 2018 at 09.45 am]

## G. Concept of Conventional Learning Model

### 1. Definition of Conventional Learning Model

Conventional learning model is a common learning model uses by teachers or often called traditional models. Conventional learning is characterized by more teachers teaching about concepts not competence, the goal is learners know something, the students just more listening in teaching learning process and the students not active to doing something.<sup>29</sup>

Conventional learning model which dominated by the teacher as a transfer of knowledge, while the students are more passive as recipients of knowledge.

### 2. Procedure of using Conventional Learning Model

Majid states, there are steps that should be considered in using conventional learning model, there are preparation, execution, and conclusions.<sup>30</sup>

#### a) Stage of preparation

- Analysis of the target (audience), both in terms of amount, age, and their ability in first.
- Analysis of appropriated and sufficient material properties only with spoken or information.
- Arranged the duration of time to be used for teaching learning process.

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<sup>29</sup> Abdul Majid, *Strategi Pembelajaran*, (Bandung: PT. Remaja Rosidakarya, 2013), p. 35

<sup>30</sup> *Ibid*, p. 37



- Prepared a number of questions as a form of control and effort get feedback.
- Provided examples and analogies that match that experience never obtained.

b) Stage of implementation

- Opened step, the opened step in the conventional learning model is a step determined the successful implementation of lecturing.
- Steps of lecturing, in this stage the teacher explained about the material by lecturing to students.
- Step of closed the teaching learning process, the teacher should be closed with a summary of the all of material that has been explained and the teacher gave students time to asking about the material that they don't understand.

### 3. The Advantages and Disadvantages

a) Advantages of using Conventional Learning Model

There are many advantages and disadvantages of using conventional learning model. Kaur states that advantages of conventional learning model as follows:<sup>31</sup>

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<sup>31</sup> Gurpreet Kaur, *Study and Analysis of Lecturing Model of teaching*, Volume 1, International Journal of Educational Planning & Administration, p. 3

- The proper perspective and orientation of a subject can be presented and general outline of scope of the subject can be brought out.
- Many facts can be presented in a short time in a impressive way.
- The teacher can stimulate very good interest in the subject.
- Greater attention could be secured and maintained, as interest leads to attention.
- Spoken word has greater weight than mute appeal by books.

b) Disadvantages of using Conventional learning model

Kaur states that disadvantages of conventional learning model as follows:<sup>32</sup>

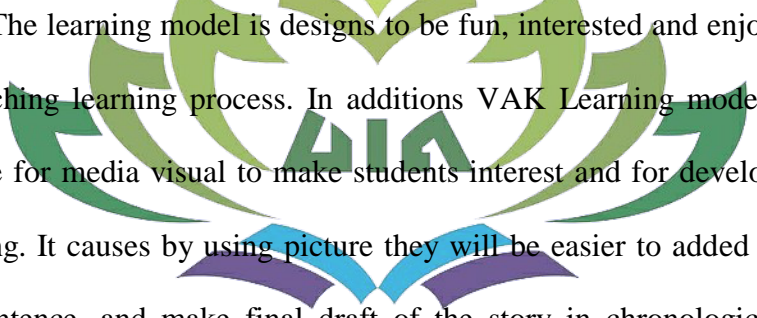
- It is waste of time to repeat the matter already present in books.
- In the process of lecturing, the students are more passive than be active in class.
- The problem solving attitudes of pupils may disappear in the conventional learning model.

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<sup>32</sup> *Ibid*, p. 5

## H. Frame of Thinking

Writing is the activity that's used our mind and hand, mind for thinking the ideas and hand for the writing the ideas on the paper. Writing is one of the more important skill for us, because from writing we are known about how we express our ideas for other people or situation or condition. In teaching writing skill we need an interesting method, technique, game or etc. Visualization Auditory Kinesthetic (VAK) is one of the learning model that we can use for teaching writing, VAK focused in learning style of the students have in their selves.



The learning model is designs to be fun, interested and enjoyed for students in teaching learning process. In additions VAK Learning model can be used a picture for media visual to make students interest and for developed their visual learning. It causes by using picture they will be easier to added words, arranged the sentence, and make final draft of the story in chronological order. In the auditory stage the teacher retell again about what stories are in the pictures that have been shown to students, this is a part of auditory learning, and the last is kinesthetic stages, in this stage the student rewrite about the fable that has given by teacher.

Therefore, in order to achieve the aim of teaching English in writing learning process especially in writing narrative text, the researcher assumes that using

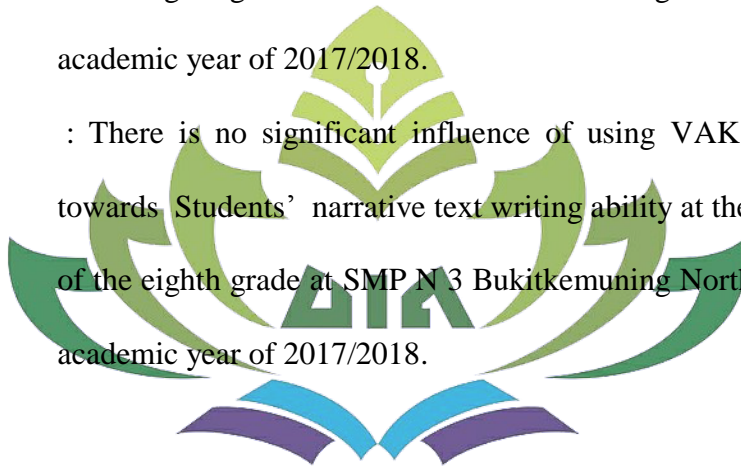
VAK learning model can give positive influence for students' narrative text writing ability.

## **I. Hypothesis**

The hypothesis of the research as follows:

Ha : There is significant influence of using VAK Learning Model towards Students' narrative text writing ability at the second semester of the eighth grade at SMP N 3 Bukitkemuning North Lampung in the academic year of 2017/2018.

Ho : There is no significant influence of using VAK Learning Model towards Students' narrative text writing ability at the second semester of the eighth grade at SMP N 3 Bukitkemuning North Lampung in the academic year of 2017/2018.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In conducting this research, the researcher conducted quantitative research based on the experimental research, the researcher applied quasi experimental design because it's a kind of experimental research design that suitable to this research. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.<sup>1</sup> Quantitative research is general involves collect and converting data into numerical form, so that statistical calculations can be made and conclusions drawn. Data is collected by various means following a strict procedure and prepared for statistical analysis to discover complex causal relationships and to determine to what extent one variable influences another.

Quasi experimental includes assignment, but not random assignment of participants to group. The research design can be presented as follows:

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<sup>1</sup> Donald ary, lucy cheser Jacob and chris sorensen, *introduction to research in education*, eight edition,(Canada: wadsworth cengage,1997), p.301

**Table 2**  
**The Research Design of Pre-test and Post-test Control Group Design**

Group		Pretest	Independent Variable	Posttest
(R)	A	$Y_1$	X	$Y_2$
(R)	B	$Y_2$	-	$Y_2$

Note:

R = Random

A = Experimental Class

B = Control Class

$Y_1$  = Pretest

$Y_2$  = Posttest

X = Treatment by VAK Learning Model

- = Ordinary teaching method used by the teacher<sup>2</sup>

The researcher selected two classes, one is the experimental class and the other one is the control class. The researcher was selected two classes randomly, one class a control class and last one as experimental class. Then, students were given pre-test to know their writing ability in narrative text. After that the researcher applied a treatment in each class, Conventional Learning Model in Control class and VAK Learning Model in Experimental class. After the treatment, the students were given post-test to know whether any influence in students' writing ability.

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<sup>2</sup> *Ibid*, p. 307



## **B. Variable of Research**

In this research, there are two variables, namely:

### **1. Independent Variable**

The independent variable in this research was Visualization Auditory Kinesthetic (VAK) Learning Model that is symbolized by (X).

### **2. Dependent Variable**

The dependent variable in this research was students' narrative text writing ability that is symbolized by (Y).

## **C. Operation Definition of Variable**

The operation of variable in this research is follows:

1. VAK (Visualization Auditory Kinesthetic) learning is learning style that combine three sensory modalities to absorb information, lesson and knowledge by seeing, hearing and moving, which helps students to learn through more than one the sense and they can learn easily, faster to improve their achievement in the teaching learning process.
2. The students' narrative text writing ability is their ability to procedure or composes a text, by retelling story in the past whose purpose is to entertain and give moral lesson to the readers, which fulfils the criteria of good writing including content, organization, vocabulary, language, and mechanics.

## D. Population, Sample and Sampling Technique

### 1. Population of The Research

According to Fraenkle and wallen, population is large groups to which one hopes to apply the result.<sup>3</sup> So, population in this research was all students of the eight grade of SMP N 3 Bukitkemuning in the academic year of 2017/2018, which total number of population is 109 students, which consist of 4 classes.

**Table 3**  
**The Population of Eighth Grade of SMP N 3 Bukitkemuning North**  
**Lampung in the Academic Year of 2017/2018**

NO	Class	Gender		Number of Student
		Male	Female	
1	VIII A	12	15	27
2	VIII B	10	17	27
3	VIII C	12	16	28
4	VIII D	9	18	27
Total		43	66	109

### 2. Sample of The Research

Arikunto states that sample is part of population which will investigate Sample of this research consist of two classes.<sup>4</sup> One class is experimental class (VIII A) and the second one is control class (VIII B). It can be concluded that sample is the representation of population of research.

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<sup>3</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research and Education*, (Singapore : McGraw-Hill Book Co, 1993), p.90

<sup>4</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta), p. 207

### 3. Sampling Technique

In this research, the researcher applied cluster random sampling technique because the population is in groups. Cluster random sampling is similar to simple random sampling except that groups rather than individuals are randomly selects the sampling unit is a group rather than an individual.<sup>5</sup> The steps in determining the experimental and control class are as follows:

1. First, the researcher made a kind of lottery.
2. Second, the researcher provided 4 pieces of small paper in which each piece have been the name of each class then the researcher was them up and put them into a glass.
3. Third, the researcher shacked the glass and chose a piece of the paper.
4. Next, the first paper as an experimental class and the second one as a control class.

### E. Data Collecting Technique

In collecting the data, the researcher used pre-test and post-test to known the students' writing ability on narrative text for experimental class and control class. Pre-test was given before treatment. It was done by writing the narrative text based on the provided topics. The researcher given pretest to the students in control class and the experimental class to measured their writing narrative text

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<sup>5</sup>Jack R. Fraenkel and Norman E.Wallen, Op.Cit, p. 95-96

before treatment. In pretest the students was asked to make a paragraph of narrative text based on the provided topics.

The post-test done after the students in experimental and control class was given the treatment. It was done to know the students' writing ability on narrative text after they are taught by using VAK Learning Model. In the post-test the students also was asked to make a paragraph of narrative text based on the provided topics.

#### **F. Research Instrument**

Arikunto states that research instrument is a device use by the writer during the data collecting.<sup>6</sup> The instrument that used in collecting the data is test. The test is form of writing text. This test aims to measure the students' narrative writing ability. There are two instruments in this research, they are pre-test and post-test, the instrument of pre-test and pos-test are taste to write a narrative of fable text. In this case, the students were asked to choose and to write the narrative of fable text based on some topics given. Each student chose one topic and wrote a narrative text in each test. The topics of narrative text for the pre-test and post-test are presented in table:

**Table 4**  
**The topics of Narrative Text for pre-test and post-test**

Pre-test	Post-test
<ul style="list-style-type: none"> <li>- The crow and the jug</li> <li>- The mouse and the frog</li> <li>- The little mouse</li> </ul>	<ul style="list-style-type: none"> <li>- The mouse deer and the elephant</li> <li>- The ant and the grasshopper</li> <li>- The ant and the dove</li> </ul>

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<sup>6</sup> Arikunto, *Op.Cit*, p. 300

## G. Research Procedure

The procedure of this research as follows:

### 1. Planning

#### a) Determining the subject of the research

The subject of the research is the students at the second semester of the eighth grade of SMP N 3 Bukitkemuning North Lampung.

#### b) Preparing the pre-test

The researcher prepared a kind of test that has given to the students and the researcher used the instruments for the pre test and post test.

#### c) Determining the material

The researcher determined the material that has taught to the students and the material is narrative writing.

#### d) Conducting the treatment

The researcher conducted the treatment within three meeting in each class. In the experimental class, the researcher used VAK Learning Model. In the control class, the researcher used conventional learning model.

#### e) Preparing post-test

The researcher conducted the post-test after given a treatment to known the students' narrative text writing ability. The students will be given three topics.

#### f) Analyzing the result (pre-test and post test)

After finished scoring students' work, the researcher used to compare the result of post test between experimental class and control class. To known the post test score of experimental class is higher than control class.

## **2. Application**

After making planned, the researcher tried to played research procedure. The steps as follows:

### **a. Administrating the pre-test**

The researcher gave pre-test to students, the test is making a narrative text consist of minimally ten sentences to know students' narrative text writing ability before giving the treatment with the topics provides.

### **b. Conducting Treatment**

The treatment gave for three meetings. The researcher explains by using VAK Learning Model. In the every meeting the students are given the picture with different topic.

### **c. Administrating the post-test**

The post-test conducted after the treatment. In this test, the researcher as a teacher was asked to students to make a narrative text based on the topic chosen correctly and clearly.

## **3. Reporting**

The last step that should be done in the research procedure is reporting. There are as follows:

### **a) Analyzing the data that are ready obtained from pre-test and post-test.**



- b) Making a reported of findings.

## H. Scoring System

In this research, the researcher used inter-rater to score the result of the test. It means that in scoring the test is more than one rater. The researcher used the two people to score the test. The scoring was done by the researcher herself and another person who also score the test, the English teacher in the school. The scores of two raters were summed up and divided into two. The score of test is calculated based on the following scoring system proposed by Tribble:<sup>7</sup>

**Table 5**  
**Scoring System**

Area	Score	Descriptor
<b>Task Fulfillment/ Content</b>	20-17	<b>Excellent to very good:</b> excellent to very good treatment of the subject, considerable variety of ideas or argument, independent and through interpretation of the topic, content relevant to the topic, accurate detail.
	16-12	<b>Very good to average:</b> Adequate treatment of topic, some variety of ideas or argument, some independence of interpretation of the topic, most content relevant to the topic, reasonably accurate detail.
	11-8	<b>Fair to poor:</b> Treatment of topic is hardly adequate, little variety of ideas or argument, some irrelevant content to the topic, lacking detail.
	7-5	<b>Very poor:</b> Inadequate treatment of the topic, no variety of ideas or argument, content irrelevant, or very restricted,

<sup>7</sup> Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), p. 130

		almost no useful detail.
	4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
<b>Organization</b>	20-17	<b>Excellent to very good:</b> Fluent expression, ideas clearly stated and supported, appropriately organized paragraphs or sections, logically sequenced (coherence), connectives appropriately used (cohesion).
	16-12	<b>Good to average:</b> uneven expressions, but main ideas stand out, paragraphs or sections evident, logically sequenced (coherence, some connectives used (cohesion).
	11-8	<b>Fair to poor:</b> very uneven expressions, ideas difficult follow, paragraphing/organization does not help the reader, logical sequenced difficult to follow (coherence), connectives largely absent (cohesion).
	7-5	<b>Very poor:</b> Lacks fluent expressions, ideas very difficult to follow, little sense of paragraphing/organization, no sense of logical sequence.
<b>Vocabulary</b>	20-17	<b>Excellent to very good:</b> Wide range of vocabulary, accurate word/idiom choice and usage, appropriate selection to match register.
	16-12	<b>Good to average:</b> adequate range of vocabulary, occasional mistakes in word/idiom choice and usage, not always appropriate.
	11-8	<b>Fair to poor:</b> Limited range of vocabulary, a noticeable number of mistakes in word/idiom choice and usage, register not always appropriate.
	7-5	<b>Very poor:</b> no range of vocabulary, uncomfortably frequent mistake in word/idiom choice and usage, no apparent sense of appropriate.
	4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.

<b>Language</b>	30-24	<b>Excellent to very good:</b> confident handling of appropriate structures, hardly any errors of (agreement, tense, number, word, order, articles, pronouns, prepositions), meaning never obscured.
	23-18	<b>Good to average:</b> Acceptable grammar but problem with more complexes structures, mostly appropriate structures, some errors of (agreement, tense, number, word, order, articles, pronouns, prepositions), meaning sometimes obscured.
	17-10	<b>Fair to poor:</b> Insufficient range to structures with control only shown in simple constructions, frequent errors of (agreement, tense, number, word, order, articles, pronouns, prepositions), sometimes obscured.
	9-6	<b>Very poor:</b> Major problems with structures even simple ones, frequent errors of (negation, agreement, tense, number, word, order, articles, pronouns, prepositions), meaning often obscured.
	5-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
<b>Mechanics</b>	10-8	<b>Excellent to very good:</b> Demonstrate full command of spelling, punctuation, capitalization, and layout.
	7-5	<b>Good to average:</b> Occasional errors in spelling, punctuation, capitalization, and layout.
	4-2	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	<b>Very poor:</b> Fails to address his aspect of the task with any effectiveness.

## **I. Validity, Readability, and Reliability of the Test**

### **1. Validity of Test**

A good test is the test has validity. A test can be says valid if the test measures the object to be measured and suitable with the criteria. There are two basic types of validity: content validity and construct validity.

#### **a. Content Validity**

To get the content validity, the test adapts with the student's book and the objective of teaching in the school based curriculum for the eighth grade of SMP N 3 Bukitkemuning North Lampung. The test is suited with the material was taught to the students. It could be seen in the syllabus. Based on the statement, the researcher will arranged materials based on the objectives of teaching in the school based on the syllabus for the eighth grade of SMP N 3 Bukitkemuning North Lampung.

#### **b. Construct Validity**

Construct validity refers to assumption, showing the measurement use contains correct operational definite, which is based on the theoretical concept. In the other word, construct validity is just like a concept, both of them are abstraction and generalization that need to be defined so clearly that can measure and be examine. When the researcher measures of scores vocabulary in writing, the researcher should make sure whether it is what really need to be measures.

Construct validity focus on the kind of the test that is measure the ability. In this research, the researcher administrated writing test, the scoring covers five aspects of writing that are adapted from Teribble, and they are, content (topic), organization, vocabulary, language, and mechanic. To make sure the researcher will be consult the instrument to the English teacher.

## 2. Readability of the Test

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistic can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.<sup>8</sup> To know readability of the narrative text writing ability test instrument, the researcher follows kouames' research. The participants ask to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.<sup>9</sup> The question will be taste individually the questionnaire for readability is attached.

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<sup>8</sup> Julie B. Kouame, Journal of Multi Disciplinart Evaluation Vol. VI No. 14 August 2010: *Using Readability Test to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Michigan: Western Michigan University), p. 133

<sup>9</sup>*Ibid*, p. 133

The readability of this research was done after the instrument was given to the students to evaluate the instruction and the understandability of each item. After calculating the readability test, the result was 1.89 and that was lower than 4.46. So the data was readable.

### 3. Reliability of the test

Reliability is the consistency or stability of the values, test scores, or weight measurement. Reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. To measure the reliability of the scores and to avoid the subjectivity of the researcher uses inter-rater reliability. Inter-rater reliability uses when scores on the test are independently estimated by two judges or raters. They are the teacher and the researcher. To estimate the reliability of the test, the researcher uses rank order correlation as follows:<sup>10</sup>

$$\rho = 1 - \frac{6\sum D^2}{N(N^2 - 1)}$$

Note:

$\rho$  = the number of rank order correlation (Rho)

6&1 = constant number

D = Difference of rank correlation (D=R1-R2)

N = the number of students

The researcher also uses the criteria of reliability as follows:<sup>11</sup>

5. 0.080-1.00 = very high

<sup>10</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo, 2008), p. 332

<sup>11</sup>Suharsimi Arikunto, *Op.Cit*, p.319



6. 0.60-0.79 = high
7. 0.40-0.59 = medium
8. 0.20-0.39 = low
9. 0.00-0.19 = very low

From the data gained, the reliability of pre-test was 0.92, while the reliability of post-test was 0.92. Then these resulted were consulted to the category of reliability test. Based on the category, it was known that the reliability test of pretest and posttest were very high reliability.

## **J. Data Analysis**

### **1. Fulfillment of the Assumptions**

The data gained were statistically analyzed by using technique and steps as the following:

#### **a. Normality Test**

Normality test is used to know whether the data in experimental class and control class have normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistic Package for Social Science*). The tests of normality employed are kolmogrov smirnov and Shapiro Wilk.

The hypothesis for the normality tests are formulated as follows:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normal distributed

The criteria of acceptance or rejection of hypothesis for normality tests are as follows:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

#### **b. Homogeneity Test**

After getting the result of normality test, the researcher did the homogeneity test in order to know whether the variance of the data is homogeneous or not.

In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test.

The hypothesis for the homogeneity tests are formulated as follows:

$H_0$  : the variances of the data are homogeneous

$H_a$  : the variances of the data are not homogeneous

The criteria of acceptance or rejection of hypothesis for homogeneity test are as follows:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

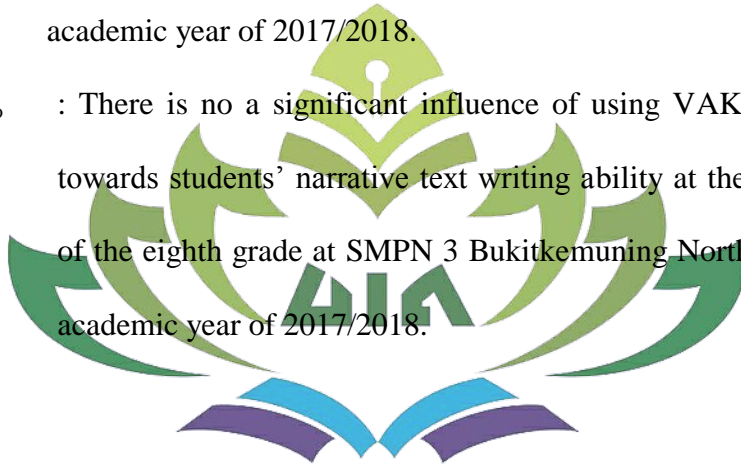
$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

## 2. Hypothetical Test

After the researcher knows that the data were normal and homogeneous, the data were analyzed by using independent sample t-test in order to know the significance of the treatment effect. The hypothesis are:

$H_a$  : There is a significant influence of using VAK Learning Model towards students' narrative text writing ability at the second semester of the eighth grade at SMPN 3 Bukitkemuning North Lampung in the academic year of 2017/2018.

$H_o$  : There is no a significant influence of using VAK Learning Model towards students' narrative text writing ability at the second semester of the eighth grade at SMPN 3 Bukitkemuning North Lampung in the academic year of 2017/2018.



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Description of the Treatment**

The research has been conducted since April 23<sup>rd</sup> 2018 to May 23<sup>rd</sup> 2018. They involved pretest, three times treatments and posttest. In the experimental class, the researcher gave three times treatment by using Visualization Auditory Kinesthetic (VAK) Learning Model to find out the influence of using VAK Learning Model. Meanwhile, in the control class the researcher gave Conventional Learning Model that usually is used by the teacher there. The researcher identified several results, they were: the score of the students before treatment in pretest, score of students after treatment in posttest.

##### **1. Description of the First Treatment**

The first treatment on May 2<sup>nd</sup> 2018, the students looked nervous. The students were not interested when the researcher said about writing. They assumed that it was very difficult to express their ideas because they lack of vocabulary, did not want to try to writing a narrative text, and they were low motivation.

From the situation above, the researcher gave the motivation first. The researcher shared her experience when she was student in senior high school. And then, the researcher explained about writing aspects and narrative text

included generic structure and grammatical feature of narrative text. After the students understood about narrative text, the researcher introduced Visualization Auditory Kinesthetic (VAK) Learning Model as a Model to teach writing especially narrative text. The researcher gave the students picture as a media for teach writing, and then the researcher asked the students to make a narrative text related the picture and before that the researcher has done explained about step of VAK Model.

## **2. Description of Second Treatment**

The second treatment on May 8<sup>th</sup> 2018 for this session, the researcher started the teaching learning process with explained of materials. In this treatment, the researcher reviewed about narrative text included generic structure and grammatical features of narrative text. After that, the researcher give the picture again with different story and remind about VAK Learning Model and the steps to make narrative by using picture as a media visual for students. The last session of the lesson, the researcher asked students to make narrative text and some of students to read result of their writing.

## **3. Description of Third Treatment**

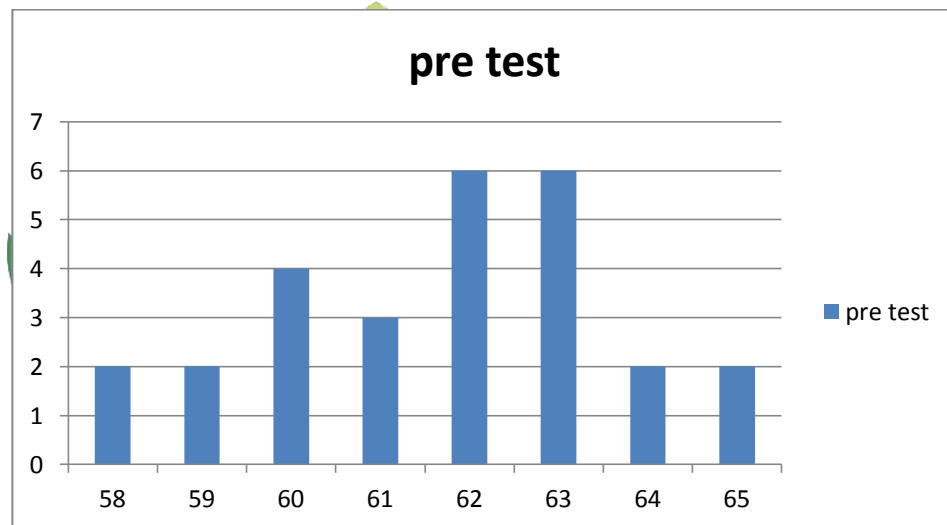
The third treatment on May 11<sup>th</sup> 2018, in this session the researcher gave the new example about narrative text. The researcher explained more detail so that students understood about it.

## B. Result of the Research

### 1. Result of the Pre-test in Control Class

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test was administrated on April 30<sup>th</sup>, 2018 at 09.30 pm. The score of the pre-test in the control class can be seen in figure 1.

Frequency

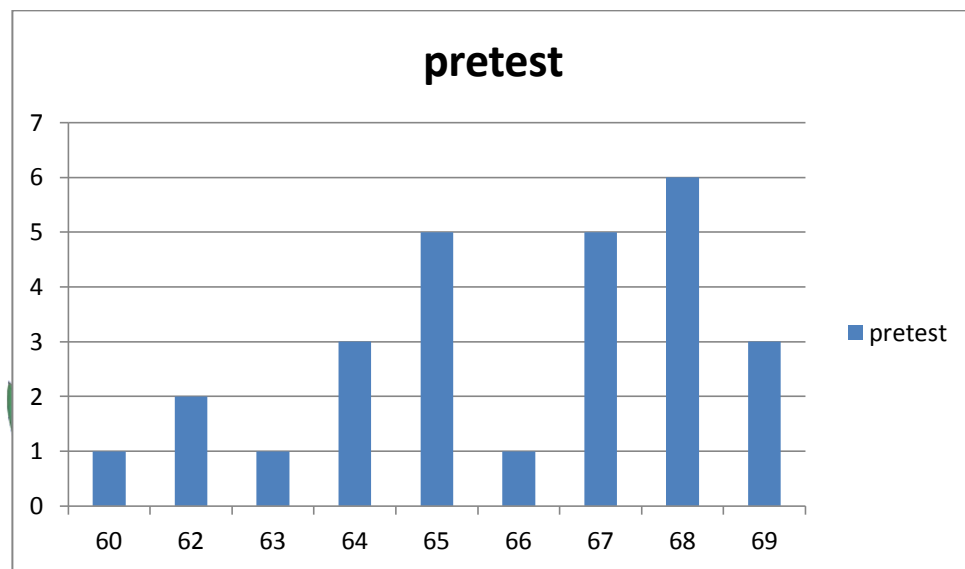


*Figure 1*  
*Result of the Pre Test in the Control Class*

Based on the figure 1, the mean of pre-test in control class is 61.67, standard deviation on this figure was 1.941, N was 27, median was 62.00, variance was 3.769, minimum score was 58, maximum was 65. It showed student's report text writing ability before they got treatments.

## 2. Result of pre-test in experimental class

The pre-test was administrated on April 30<sup>th</sup>, 2018 at 08.00 pm. The score of the pre-test in the control class can be seen in figure 1. The pre-test was administrated in order to know students' narrative text writing ability before the treatment given by using VAK learning model.



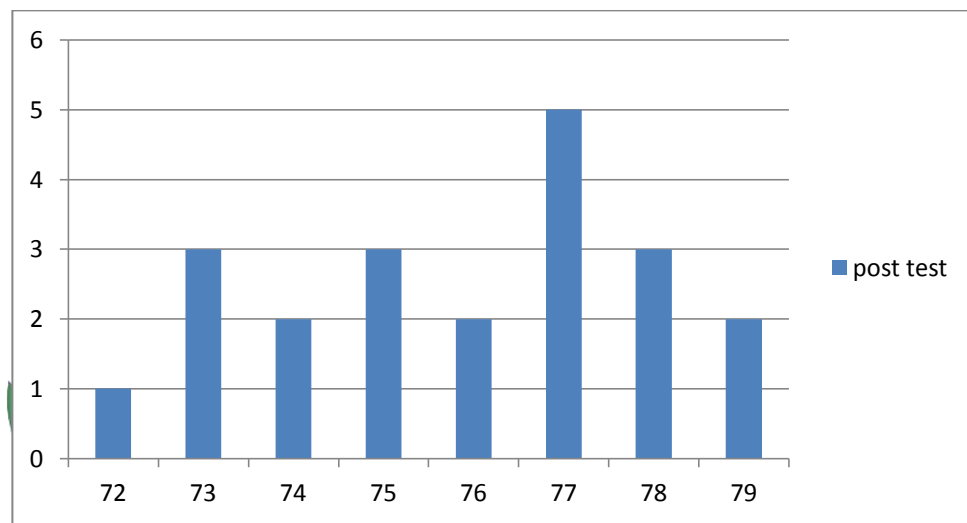
*Figure 2*  
*Graphs of The Result of the pre-test in experimental class*

Based on the figure 2, the mean of pre-test in experimental class is 66.26, standar deviation on this figure was 2.159, N was 27, median was 67.00, variance was 4.661, minimum score was 62 and maximum score was 69. It showed students' report text writing ability before they got treatments.



### 3. Result of post test in experimental class

The researcher gave post test in experimental class to know students' narrative text writing ability after the treatment. It was administrated on May 21<sup>st</sup> 2018 at 08.00 pm. The score of post test in experimental class are presented in figure 3.



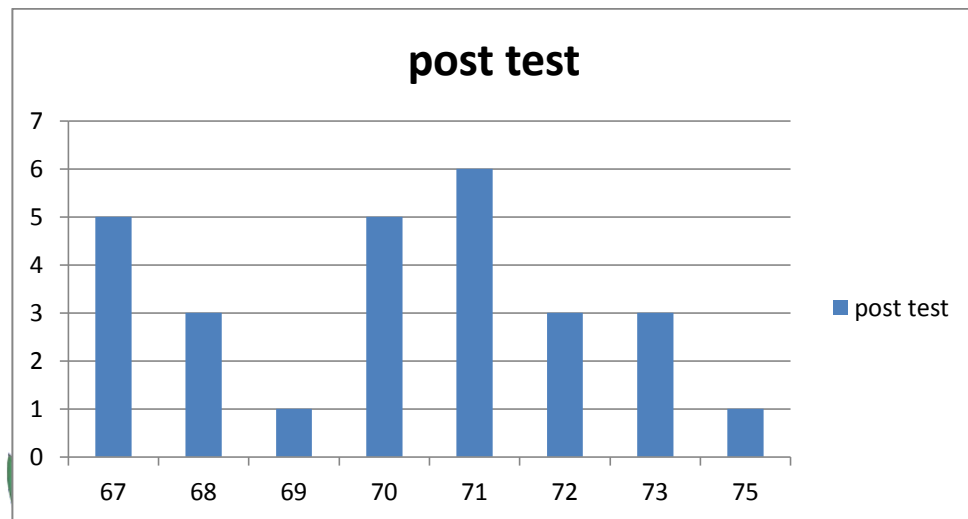
*Figure 3*

*Graphs of The Result of the post test in Experimental Class*

Based on the figure 3, the mean of post test in experimental class was 75.26 and standar deviation was 1.678, N was 27, medium was 76.00, variance was 2.815, and minimum score was 72, maximum score was 78. It showed students' narrative text writing ability after they got treatments.

#### 4. Result of the Post Test in Control Class

The researcher also gave post-test in control class to know students' narrative text after the treatment. It was administrated on May 21<sup>th</sup> 2018 at 09.30 pm. The score of post-test in control class are presented in figure 4.



*Figure 4*  
*Result of Post test in the Control Class*

Based on figure 4, the mean of post-test in control class was 70.15 and standar deviation on this figure was 2.214, N was 27, median was 70.00, variance was 4,900, and minimum score was 67, maximum score was 75. It showed students' narrative text writing ability after they are taught by using conventional learning model.

### C. Result of Data Analysis

After collecting the data, the researcher analyzed the data by using independent t-test. There were two assumptions that must be done before the researcher analyzed the data by using independent t-test.

#### 1. Fulfillment of the Assumption

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done ad known. They were normality test and homogeneity test. First the researcher determined the normality test, it did to know whether the data in experimental and control class has the normal distribution or not. Then, the researcher determined the homogeneity test, the researcher did the homogeneity test to know whether the data was homogenous or not.

##### a. Result of Normality Test

The normality is used to know whether the data, in experimental and control class has the normal distribution or not. In this research, the researcher used statistical computation by using *SPSS*. The hypotheses for the normality tests are formulated as follows:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normal distributed

While the criteria of acceptance or rejection of normality test are as follows:

$H_0$  is accepted if  $\text{sig} (P_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} (P_{\text{value}}) < \alpha = 0.05$

**Table 6**  
**The Result of Normality Test of Experimental and Control Class**

Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Gain_score	Experiment class	.161	27	.072	.945	27	.165
	Control class	.188	27	.015	.935	27	.093

a. Lilliefors Significance Correction

Based on the table 6, it can be seen that Sig. ( $P_{\text{value}}$ ) for experimental class was 0.165 and Sig. ( $P_{\text{value}}$ ) for control class was 0.093 and  $\alpha = 0.05$ . It means that  $\text{Sig.} (P_{\text{value}}) > \alpha$  and  $H_0$  is accepted. The conclusion is the data are in normal distribution. It is calculated based on the gain of the experimental and control class.

#### **b. Result of Homogeneity Test**

After the researcher got the conclusion of normality test, the researcher did the homogeneity test to know whether the data was homogeneous or not. The researcher used Levene Test using SPSS. The hypotheses for the homogeneity test are formulated as follows:

$H_0$  = the variances of the data are homogenous

$H_a$  = the variances of the data are not homogenous

While the criteria for the homogeneity test are as follows:

$H_0$  is accepted if  $\text{Sig.} (P_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. } (P_{\text{value}}) < \alpha = 0.05$

**Table 7**  
**The Result of Homogeneity Test of Experimental and Control Class**

gain\_score

Levene Statistic	df1	df2	Sig.
2.427	1	52	.125

Based on the table 7, it can be seen that  $\text{Sig. } (P_{\text{value}}) = 0.125 > \alpha = 0.05$ . It mean that  $H_o$  was accepted because  $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$ . the variance of the data was homogenous.

### c. Result of Hypothetical Test

After the researcher knew that the data are normal and homogeneous, the data analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses as follows:

$H_a$  : There is a significant influence of using VAK Learning Model towards students' narrative text writing ability at the second semester of the eighth grade at SMPN 3 Bukitkemuning North Lampung in the academic year of 2017/2018.

$H_o$  : There is no a significant influence of using VAK Learning Model towards students' narrative text writing ability at the second semester of the eighth grade at SMPN 3 Bukitkemuning North Lampung in the academic year of 2017/2018.

While the criteria for acceptance or rejection of the hypothesis are:

$H_0$  is accepted if  $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. } (P_{\text{value}}) < \alpha = 0.05$

**Table 8**  
**The Result of Hypothetical Test**

T	Df	Sig. (2-tailed)
1.902	49.198	.063

Based on the results obtained in the table 8, it is that the value of significant generated  $\text{Sig. } (P_{\text{value}}) = 0.063 < \alpha = 0.05$ . So,  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there was a significant influence of using VAK Learning Model towards students' narrative text writing ability at the second semester of the eighth grade at SMPN 3 Bukitkemuning North Lampung in the academic year of 2017/2018.

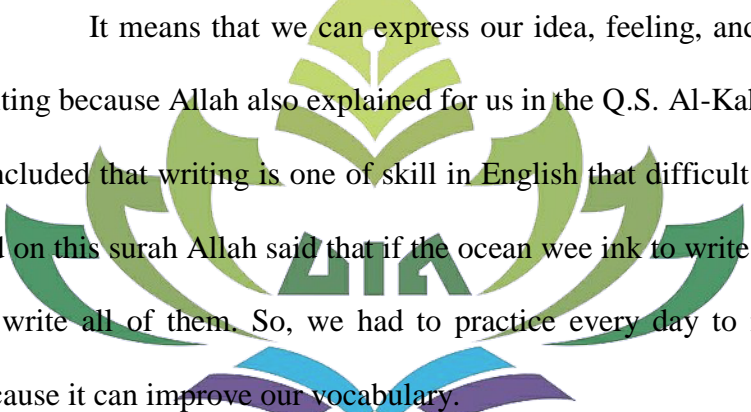
#### **D. Discussion**

According to Raimes, "Writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand". When we write, our mind got an idea and express the idea by letter that is arranged to be word form and the word is arranged to be sentence form, so that the writer can give the information or tell the reader about their ideas by using writing.

As Allah said on Q.S. Al-Kahf: 109

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

*“Say: if the ocean were ink (where with to write out) the words of my Lord, sooner would the ocean be exhausted than would the words of my Lord, even if we added another ocean like it, for it said”<sup>1</sup>*



It means that we can express our idea, feeling, and information by writing because Allah also explained for us in the Q.S. Al-Kahf: 109, it can be concluded that writing is one of skill in English that difficult to do in our life and on this surah Allah said that if the ocean were ink to write words, it cannot be write all of them. So, we had to practice every day to master this skill because it can improve our vocabulary.

Beside definition of writing, VAK Learning Model is the model that can be increase students' learning style to improve students' learning results, and both motivation and efficiency.

Based on the research that had been conducted, there was a significant influence of using VAK Learning Model towards students' narrative text writing ability at the second semester of the eighth grade at SMPN 3 Bukitkemuning North Lampung in the academic year of 2017/2018.

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<sup>1</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gem Insani), Al-Qolam:1, p.1138



Visualization Auditory Kinesthetic (VAK) Learning Model helped the students develop their ideas especially in making narrative text. Based on the result research, the researcher did the pre-test to know the students' ability before the treatment. The result showed that the mean score of post-test between experimental class and control class were slightly different. The mean score of post-test in experimental was 75.26. While the mean score of pre-test in control class was 70.15.

In conclusion, Visualization Auditory Kinesthetic (VAK) Learning Model effective to improve students' writing narrative text. It was supported by Deppotter Bobbi, he said that VAK Learning Model is a model for students can use three sensory for learning, so it can be maximal for students. By using VAK Learning Model, the students can study by see, hear, and motion with their movement and individual. So, the researcher interested to conducted research about VAK Learning Model for teaching narrative text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

At the end of the research, the post-test was given to measure the influence of Visualization Auditory Kinesthetic (VAK) Learning Model toward students' narrative text writing ability in both classes after treatments done. The mean score of post test in experimental class 75.26 and the mean of post-test in control class was 70.15. It can be seen that the students' post test in experimental class was higher than students' post test in control class.

The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.063. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

Based on the result of the data analysis, the researcher concluded that there was significant influence of using VAK Learning Model toward students' narrative text writing ability of the second semester at the eighth grade of SMPN 3 Bukitkemuning North Lampung in the academic year of 2017/2018.

## **B. Suggestion**

Based on the result of the research, the researcher would like to give some suggestion as follows:

### **1. Suggestion to the teacher**

- a. In this research, the researcher found out that Visualization Auditory Kinesthetic (VAK) Learning Model can be used to develop and motivate the students' writing ability but in application in the classroom the teacher should used LCD for make students more interested. Due the finding, the English teacher can help student to improve their writing ability by using VAK Learning Model.
- b. The English teacher should provide interesting activities, medias and materials, such as used video because this Learning Model is learn by using visual object, so with video student can more interesting to study. In order to prevent the students from being bored and encourage the students' attention in learning English, especially in writing.

### **2. Suggestion for the students**

- a. VAK Learning Model is the Model that can be used by the students in order to increase their motivation in narrative text.
- b. The students should practice to write the text that they had learned with their environment event with their friends or teacher.

- c. The students should understand that to produce a good written text, they must be through every step in writing including planning, drafting, editing, and publishing.

### **3. Suggestion to the School**

- a. The school should provide many more English books to be read by the students, so they can increase their knowledge.
- b. The school should provide another facility for students to practice and improve their English competency.

### **4. Suggestion to the Further Research**

- a. The next researchers could develop this research with the new innovation such as with different material.
- b. The next researchers should be well prepared before entering the classroom.
- c. Choose appropriate model and material while teaching in the classroom, so the goal of teaching will be achieved.
- d. Hopefully the result of this research can be a references for other researchers.

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